PERGAMON

International Journal of
Educational Research 31 (1999) IV–XI

International Journal of
Educational
Research

www.elsevier.com/locate/ijedures

# Subject index

Access to education, Asia 667–682
Accomplishments, special needs students 150
Accountability, school reform 329, 384
Achievement-comparison studies 505
  collecting and reporting data 506–510
Achievement testing, school reform, US 329
Active-passive learning, field dependence-independence 259
Administration of education, Asia 603–624
Age
  cognitive style 177–183
  sampling in international assessments 556–558
Agency and praxis 367
Arithmetic, class size and achievement 770, 771, 773, 774
Articulation of body-concept (ABC) scale 266
Asia 581–582
  class size and pupil achievement 723–736, 810
  country case studies 685
  education and national development 583–601
  equity and access to education 667–682
  financing education 627–640
  management and administration of education 603–624
  quality of education 643–661
Association-dissociation, athletes 283
Athletes, explanatory and attentional processes 277–284
Attentional Focusing Questionnaire (AFQ) 283
Attentional style, athletic performance 280–283
Attribution 246
Attributional Style Questionnaire (ASQ) 278, 279
Australia, early childhood education 11
Authoritarianism, Confucian heritage cultures 730
Autonomy 199, 209, 255
  distance learning 241, 244–247

Baseline Assessment in English and Mathematics (BAEM) 54, 58
Belgium, school leadership 371–379, 384, 385
Bicultural socialization 29
Bilingual education, Asia 680

California, Class Size Reduction policy 797–806
Cambodia, educational management 607
Child care centres 10, 11
Child Involvement Scale (CIS) 54–59
Child-rearing, teaching strategies and cognitive style 187–202
Child Rearing Practices Report (CRPR) 211
Children's Embedded Figures Test (CEFT) 190, 191, 211, 255
China
  class size and pupil achievement 723–725, 739–758
  culture of learning 749
  private schools 620
  trends and issues in education 645, 685
  unit costs in education 631, 632
Choice, school reform, US 327
Class size and achievement 689
  Asian learners 723–736
  California 797–806
  China 739–758
  models 704, 705
  Netherlands 763–776
  New Zealand 711–719
  research on, methods 691–708, 809–817
  teacher-pupil interaction 779–793
Class Size Reduction policy, California 797–806
Cognitive style
  distance learning 241–248
  family process variables 205–215
  history and educational practice 169–171
  metaphors, teacher education 239
  parental teaching strategies 187–202
  prose recall, age and gender 173–183
  research directions 287–290
  socialisation factors and play 263–274
  sport 277–284
  strategic learning 251–259
  teachers' perceptions of matched students 219–223
Cognitive Styles Analysis 174, 176

0883-0355/99/$ - see front matter © 1999 Published by Elsevier Science Ltd. All rights reserved
PII: S0883-0355(99)00038-5

PERGAMON

International Journal of
Educational Research 31 (1999) IV–XI

International Journal of
Educational
Research

www.elsevier.com/locate/ijedures

# Subject index

Access to education, Asia 667–682
Accomplishments, special needs students 150
Accountability, school reform 329, 384
Achievement-comparison studies 505
  collecting and reporting data 506–510
Achievement testing, school reform, US 329
Active-passive learning, field dependence-independence 259
Administration of education, Asia 603–624
Age
  cognitive style 177–183
  sampling in international assessments 556–558
Agency and praxis 367
Arithmetic, class size and achievement 770, 771, 773, 774
Articulation of body-concept (ABC) scale 266
Asia 581–582
  class size and pupil achievement 723–736, 810
  country case studies 685
  education and national development 583–601
  equity and access to education 667–682
  financing education 627–640
  management and administration of education 603–624
  quality of education 643–661
Association-dissociation, athletes 283
Athletes, explanatory and attentional processes 277–284
Attentional Focusing Questionnaire (AFQ) 283
Attentional style, athletic performance 280–283
Attribution 246
Attributional Style Questionnaire (ASQ) 278, 279
Australia, early childhood education 11
Authoritarianism, Confucian heritage cultures 730
Autonomy 199, 209, 255
  distance learning 241, 244–247

Baseline Assessment in English and Mathematics (BAEM) 54, 58
Belgium, school leadership 371–379, 384, 385
Bicultural socialization 29
Bilingual education, Asia 680

California, Class Size Reduction policy 797–806
Cambodia, educational management 607
Child care centres 10, 11
Child Involvement Scale (CIS) 54–59
Child-rearing, teaching strategies and cognitive style 187–202
Child Rearing Practices Report (CRPR) 211
Children's Embedded Figures Test (CEFT) 190, 191, 211, 255
China
  class size and pupil achievement 723–725, 739–758
  culture of learning 749
  private schools 620
  trends and issues in education 645, 685
  unit costs in education 631, 632
Choice, school reform, US 327
Class size and achievement 689
  Asian learners 723–736
  California 797–806
  China 739–758
  models 704, 705
  Netherlands 763–776
  New Zealand 711–719
  research on, methods 691–708, 809–817
  teacher-pupil interaction 779–793
Class Size Reduction policy, California 797–806
Cognitive style
  distance learning 241–248
  family process variables 205–215
  history and educational practice 169–171
  metaphors, teacher education 239
  parental teaching strategies 187–202
  prose recall, age and gender 173–183
  research directions 287–290
  socialisation factors and play 263–274
  sport 277–284
  strategic learning 251–259
  teachers' perceptions of matched students 219–223
Cognitive Styles Analysis 174, 176

0883-0355/99/$ - see front matter © 1999 Published by Elsevier Science Ltd. All rights reserved
PII: S0883-0355(99)00038-5

Collaboration, international 89, 161
Collaborative learning, Asia 728, 746
Community–school interaction 383
  Asia 595, 618, 634
  New Zealand 350
  US 341
Competence of educational managers 416
  models 417
Confucian heritage cultures, class size and achievement 723–736, 739–758, 810
Constructivism 83
Content validity, international assessments 491–500
Continuing professional development, inclusion of special needs students 146, 148
Cooperative integration, special needs education 132
Cost–sharing in education, Asia 633–638
Critical leadership 388
Cross-national comparisons
  class size and achievement 696, 697, 723–736, 810
  education in Asia
    decentralisation 596–597, 616–618, 649, 651, 658
    demographic changes 586–587
    enrollment 592–593, 629, 671, 672
    equity and access to 667–682
    expenditure 589, 608, 628
    financing 627–640, 657
    management and administration 603–624
    privatization 619, 636–638, 654
    quality 643–661
  methodology 487, 569–577
  curriculum-sensitive assessment,
    rankings 503–525, 574
    sampling 555–567
    TIMSS test items 529–541
    translational effects 543–552, 572–574
    validity 491–500
Crossing borders, international collaboration, special needs education 89, 161
Cultural pluralism model, educational management 410
Culture
  class size and achievement 810
  early childhood education 3, 25–38
  learning in Asia 725, 733
  learning in China 739, 748–753
  managerial practice, Russia 401–405, 465
Curriculum
  Asia 650, 651
  early childhood education 12, 13
  international assessments 494, 495
Curriculum-sensitive assessment,
  international 574
  collecting data 506
  ranking shifts 520
  total scores 510

Day-care centres 10
Decentralization, educational governance in Asia 594, 611, 616–618, 649, 651, 658
Deep level learning, early childhood 73, 75, 77, 80, 84
Demographic changes in Asia 585–587
Denmark, group inclusion, special needs education 131–140
Dialogue for learning, Chinese classrooms 740, 742
Differential item functioning (DIF) 545–552, 573
Discipline
  Chinese classrooms 752
  family climate 212
Dispositions, EXE project 71, 72
Distance learning, field independence 241–250
Distributed leadership 387
Diversity 95, 96, 99
Dropout and repetition, Asia 673

Early childhood education 3
  cultural diversity in classrooms 3, 25–38
  home-preschool environments 4, 41–49
  outcomes, deep level learning 69–85
  policy and practice over last two decades 3, 7–22
  process and outcome 4, 51–65
Economic growth, Asia 588
Economics of schooling, class size 714
Education management information systems (EMIS), Asia 620
Educational Action Zones 812
Educational managers
  Asia 603–624, 649, 656
    central 607
    decentralization 616
    efficiency 614
    effectiveness 606
    EMIS 620
    organization 605
    privatization 619
    teacher unionization 621
  Russia 393–395
    management modeling 420–437
    management models 410–420
    professional culture, values

and models 401–410
professional values and stereotypes 397–401, 437–446, 446–464, 467
questionnaire 471
Educational Testing Service (ETS), translational effects in international assessments 550
Effective Early Learning (EEL) Project 51–66
Effectiveness, school reform, US 329
Efficiency, educational management in Asia 614–616
Elaboration strategies, field dependence–independence 254
Embedded Figures Test (EFT) 190, 192, 193, 242–246
England, headteachers 299–309, 311–320
Enrollment, Asia 592
Equity
Asia 667–682
learning disabled students 89–165
ESHB 1209 337, 340
Essential learning requirements, US 337
Ethnic minorities, Asia, equity 680
Ethnocentric attitudes 26
Examinations, Asia 652, 653
Exclusion 97
Experimental Education project 69–85
Explanatory style and athletic performance 278–280
External change facilitators 372

Family literacy 41–49
Family normative structure, child's cognitive style 207, 212–215
Family process variables, field dependence–independence cognitive style 205–215
Father–child relationships, FDI cognitive style 200, 208
Feedback, educational systems management 435–437
Field dependence–independence (FDI), cognitive style 169
family process variables 205–215
higher education and distance learning 241–248
parent–child interactions 187–202
research directions 287–290
socialization factors and play 263–274
strategic learning 251–259
teacher's perceptions of matched students 219–223
Fundamental Quality Levels (FQL) movement 659–660

Gender
cognitive style 177–182
field dependence–independence and play 269
parent–child interactions 192–202, 208
educational administrators, Asia 622
equity and access to education, Asia 668–677
Goals
Confucian heritage cultures 729
educational management modeling 423–425, 427, 442, 447, 452
Grade, sampling in international assessments 557
Grant maintained schools 302, 304
Group Embeded Figures Test (GEFT) 221, 254, 255
Group inclusion, special needs education 133–140
Groups
Chinese classrooms 744
class size 694, 791, 792

Handicapped students, inclusion 89–92, 107–109, 161–165
group inclusion 131–141
Norway 119–129
restructuring and improvement in general education 143–156
Sweden 95–104, 109
Head Start programs 14, 15
Headteachers 295–298, 381–390
Asia 595, 611, 649, 656
Belgium 371–379
England and Wales 299–309, 311–320, 419
New Zealand 347–356, 359–368
Russia 399–482
US 301, 323–332
Washington State 335–345
Hidden Figures Test (HFT) 253
High Scope program 14
Higher education
fees 633
field independence, distance learning 241–248
Hong Kong, class size and achievement 723, 724

IEA science test, translation effects 545, 547
Imagery strategy 254
Impression management 364
Inclusion, special needs 89–91, 161–165
group 131–140
Norway 119–129
restructuring and improvement in general education 143–156
Sweden 95–104

Independent Learning Systems 811
India, private schools 637, 638
Individual Education Plans (IEPs) 101, 114
Indonesia, trends and issues in education 645, 685
In-service training
  Asia 648
  pre-school teachers 27
Inspection system
  Belgium 371, 377, 384
  UK 385
Instructional leadership 372, 376
Instructional model, educational management 411
Integration, special needs 89–91, 161–165
  group inclusion 131–141
  Norway 119–129
  restructuring and improvement in general education 143–156
  Sweden 97–104, 108
Intelligence
  cognitive style 174
  EXE project 72
International Assessment of Educational Progress (IAEP), translational effects 550
International assessment, methodology 487, 569–577
  curriculum-sensitive, rankings 503–525, 574
  sampling 555–567
  TIMSS test items 529–541
  translational effects 543–552, 572–574
  validity 491–500
International comparisons
  Asia 583–682
  class size and achievement 696, 697, 723–736, 810
  methodology 487–576
  pupil–teacher ratios 717
Interpersonal model, educational management 410
Interpersonal skills, field dependence–independence 188
Interpretation, research results 437–441
Intuition, early childhood education 81–83
Investment in education, Asia 588
Invitational leadership model 411
Involvement, early childhood education 55, 56, 84
Item bias 545
Item response theory 532
Item selection, student performance on TIMSS 529–541
Item types, international assessments 495, 516, 519

Japan
  class size and achievement 723, 724, 810
  predisposition to learn 728

Knowledge, EXE project 70
Korea, class size and achievement 723, 724
Kyrgyz, trends and issues in education 645, 685

Language
  bicultural socialization 29
  Chinese classrooms 742, 754
  class size and achievement 771–774
  early childhood education 17
  play 42
  translational effects in international assessments 543–552
Leadership 295–298, 381–390
  Asia 656
  Belgium 371–379
  England and Wales 299–309, 311–320
  models 411–416
  New Zealand 347–356, 359–368
  Russia 437–446, 446–464
  US 301, 323–332
  Washington State 335–345
Learned helplessness 278
Learning
  active 149
  cognitive style 174, 182
Learning difficulties, special education
  Denmark 131
  Norway 119
  Sweden 112
  US 143, 161
Learning processes, EEL Project 53
Learning strategies, field dependence–independence 251–259
Listening, Chinese students 743, 745
Literacy
  Asia 669, 670, 678
  role of parents in development of 4, 41–49
Local education authorities, headteachers 304, 308
Local Management of Schools (LMS), headteacher's role 302, 303, 306, 312, 324
Logical–cultural model
  educational management 413, 415, 466
  professional activity 407, 408

Mainstreaming 98, 108, 132
Management
  education systems in Asia 603–624, 649, 656
    central 607
    decentralization 616

effectiveness 606
efficiency 614
EMIS 620
headmasters 611
organization 605
privatization 619
teacher unionization 621
education systems in Russia
feedback 435
formulation of models 420–437
information processing 425
national cultures 402
peculiarities of education system 428
school heads' professional values and stereotypes 411, 446
survey 410–420
two-level 431
headteachers 383, 388
Belgium 377
New Zealand 347–355, 362
UK 302–308, 313, 314
US 324, 339, 344
Mantel–Haenszel test 547, 573
Maori children 712
Matched students 288, 289
teachers' perceptions 219–225
Mathematics, international assessment 507, 512, 514–524, 534–541
Meaning-based learning strategies, Asian students 725
Measurement
class size 693
design and interpretation 437–441
validity in international assessments 491
Memorization, Asian students 726
Memorizing strategies 255
Metacognition, learning strategies 258, 259
Metaphors, as structures for preservice teachers' thinking 227–239
Mixed-ability group teaching 153
Moral leadership 389
Mother–child relationships, FDI cognitive style 200, 208, 210
Motivation, Asian students 728
Multilingual settings, early childhood education 25–38

Narrative, early childhood education 26–38
National Curriculum, headteachers 312
National Educational Goals 354
National Foundation of Educational Research (NFER), headteachers project 302–307
Nepal, trends and issues in education 645, 685
Netherlands, class size in primary schools 763–776
New Zealand
class size, first years 711–719
school leadership 347–356, 359–368, 382–390
Norway, integration and special education research 119–129
Note taking, cognitive style 253
NUD*IST 60

Office of Standards in Education (OFSTED) 308, 314, 385
class size and achievement 698, 779, 780, 782–784
Open systems model, educational management 410
Opportunity to learn, international assessments 499, 500, 511, 513
ORACLE Study 784
Organizational strategies, field dependence–independence 251–259

Pacific Rim countries, class size and achievement 723–735, 809
Pair work, Chinese classrooms 743
Pakistan, trends and issues in education 645, 685
Papua New Guinea, trends and issues in education 645, 685
Parent/child/context interactions 16
Parent–child relationships, FDI cognitive style 187–202, 205–215
Parent–school interaction 341
Parental teaching strategies, children's cognitive style 187–202
Parents, development of literacy 4, 41–49
Partnership program 366
Pedagogy, small classes 815
Philippines
educational management 618
trends and issues in education 645, 685
Physical knowledge, EXE project 74
Play
cognitive style 263–274
foundation for family literacy 41–49
Play Rating scale (PRS) 266, 267
Political model, educational management 410
Pre-schools 10
cultural attitudes in multilingual settings 25–38
Effective Embedded Figures Test (PEFT) 190
PRIMA-cohort, class size 768
Primary schools
Asia 590, 628–630, 669
class size

China 739–758
Netherlands 763–776
New Zealand 716
UK 694, 695, 697
headteachers
Belgium 372–379
England 311–320
Principalship 295–298, 381–390
Belgium 371–379
England and Wales 299–309, 311–320
New Zealand 347–356, 359–368
US 301, 323, 332
Washington State 335–345
PRISMS study 784
Private schooling, Asia 619, 636–638, 654
Private tutoring, Asia 638
Problem-solving, parent–child interactions 187–202
Process–outcome, early childhood education 51–66
Professional activity, models 407
Russian schools 408
Professional culture 404–408
competence of education managers 416
Russian school heads 437–446, 446–464, 465–470
Professional development, school leadership
New Zealand 365
US 323–332
Professional Development Assessment System (PDAS) 330
Project Challenge 781
Prose recall, cognitive style 173–183
Psycho-social knowledge 77
Pull-out system 114
Punishment 730
Pupil–teacher ratios 693, 695–698, 716–718
China 741

Quality of education, Asia 643–661

Ranking, international assessment 503–525, 570–572
Reading, play 42
Reading comprehension, cognitive style 173–183
Reading Recovery program 775
Recall, cognitive style 173–183
Reengineering in education 301, 305, 306
Reform
Belgium 371–379
New Zealand 347–356, 359–368
UK 299
US 324–332, 337
Rehearsal strategies, field dependence–independence 252
Reinventing Schools Research Project (RSRP) 147
Religious communities, contribution to education, Asia 634
Repetitive learning 726
Restructuring
headteachers 300, 306
special needs education 90, 91, 111, 144–156, 161–165
Rod-and-Frame Test 190–193, 241–245
Rote learning, Asia 726
Russia, educational managers 393–395
management modeling 420–437
management models 410–420
professional culture, values and models 401–410
professional values and stereotypes 397–401, 437–446, 446–464, 467
questionnaire 471
Tatarstan 456

Sampling, international assessments 555–567
Scaffolding learning, role of listening, China 745
Scale for Matched and Mismatched Students (SMMS) 221
School for all 96, 97, 103, 108, 115, 120, 125, 133
School governors 303
School heads
Asia 595, 611, 649, 656
Russia 399, 400
competence models 417–420
management modeling 420–437
management models 410–420
professional culture, values and models 401–410
professional values and stereotypes 437–446, 446–464, 467
questionnaire 471
Tatarstan 456
School inspection, Belgium 371, 377, 384
School leadership 295–298, 381–390
Belgium 371–379
England and Wales 299–309, 311–320
New Zealand 347–356, 359–368
US 301, 323–332
Washington State 335–345
School reform, special needs inclusion 143–156, 161
Schools of choice, US 327
Science, international assessment, translational effects 545, 547
Scores, international assessments 504–525,

570–572
Secondary schools
Asia 591–594, 676, 670
UK
class size 695–697
headteachers 299–309
Segregation 97, 114
Self-managing schools, New Zealand 351, 360–368
Senior management teams 305
SERVE report, class size 780
Singapore, class size and achievement 723, 724
Site-based management 383
headteachers
UK 303
US 324–327, 339
Skills, EXE project 70
Social cognition, EXE project 78
Socialization
field dependence–independence cognitive style 188, 208, 210, 263–274, 288
learning, Confucian heritage cultures 728
Socio-cultural equity, education in
Asia 668, 680
Socio-cultural models
educational management 411, 415, 465
professional activity 407, 408
Socio-economic status
class size and achievement 768–775
early childhood education 11
Socio-emotional problems 112, 113
Special education programs, US 340
Special needs education 89–92, 107–109, 161–165
group inclusion 131–141
Norway 119–129
restructuring and improvement in general education 143–156
Sweden 95–104
SPEKO project 109
Special teachers 137
SPEKO Project 109
Sport, cognitive style constructs 277–284
Sport Attributional Style Scale (SASS) 279
Standard Assessment Tasks (SAT) 54
Standardized testing 329
Standards, special needs 150
STAR, class size and achievement 692, 693, 699–705, 708, 713, 768, 779, 781, 784, 799
Stories, family–child interactions 46
Storytelling, early childhood education 26–38
Strategic learning, field dependence–independence 251–259
Strategy development 174, 182
Structural–functional model, educational management 410
Students, response to California's Class Size Reduction policy 804
Success for All 775, 811, 812
Supported education 146, 148, 154
Sweden
integration, special needs 95–104
SPEKO Project 109

Taiwan, class size and achievement 723, 724
Talk for learning, Chinese classrooms 742, 745–748
Target population, TIMSS 556, 562
Tatarstan, school heads 456
Taxation, revenue for education, Asia 634–636
Teacher assistants, class size 693
Teacher/child/context interactions 18
Teacher–pupil interaction
class size effects 779–793
Confucian heritage cultures 730, 731
Teacher–pupil ratios 693, 695–698, 716–718
China 741
Teacher training, multilingual settings, early childhood education 25, 27, 33–38
Teacher Training Agency, competence 419
Teachers
Asia 647, 654, 727, 730–732
incentives and motivation 622, 655
salaries 647, 655
training 648, 654, 656
unionization 621
China 741, 750
evaluation 330
perceptions of matched students 219–225
preservice, metaphors for thinking 227–239
response to California's Class Size Reduction policy 801–806
Teaching, pedagogy for small classes 815
Teaching strategies, parent–child interaction 189–202
Teaching strategy Q-sort 191, 192, 194–198, 200
Tennessee, STAR 699
Tertiary education, Asia 599, 670
Test adaption, international assessment 496, 497
Test of Attentional and Interpersonal Style (TAIS) 280
Test-Curriculum Matching Analysis, TIMSS test items 498, 531–533
Test development, validity of international assessments 492
Texas Achievement of Academic Skills (TAAS) 330

Textbooks, Asia 652
Thematic Apperception Test 212
Time for instruction, Asia 646, 656
TIMSS 487, 503
  Asia, student achievement 583, 644
    class size 724
  curriculum sensitive assessment, ranking 507, 508, 512–524, 570, 574
  sampling 556–567
  student performance using different test items 529–541
  translation 497, 543–573
  validity of assessments 492, 493, 496–499
Transactional leader model 411
Transformational leadership 411
Translation, international assessments 496, 497, 543–552, 572–574, 576
Truancy legislation 337
Tutoring, Asia 638

UGU data 110, 111
UK
  class size and achievement 691–708, 779, 780, 782–793, 812
  early childhood education 20
  Effective Early Learning Project 51–66
  headteachers 299–309, 311–320, 382–390, 419–420
Unions, teachers', Asia 621
Unit costs in education, Asia 631
Universal primary education, Asia 590
US
  California's Class Size Reduction policy 797–806
  class size and achievement 780
  inclusion reforms 143–159, 161
  school leadership 323–332, 335–345, 382–390
  STAR 692, 693, 699–705, 708, 713

Validity
  experimental research, STAR 700
  international assessments 491–500
Verbal-Imagery cognitive style 174, 177–183
Vietnam, trends and issues in education 645, 685

Washington State, school leaders 335–345
Whole class teaching, Confucian heritage cultures 731, 739, 743
Wholist-Analytic cognitive style 174, 177–183
Women principals 349, 352

Zone of proximal development 42